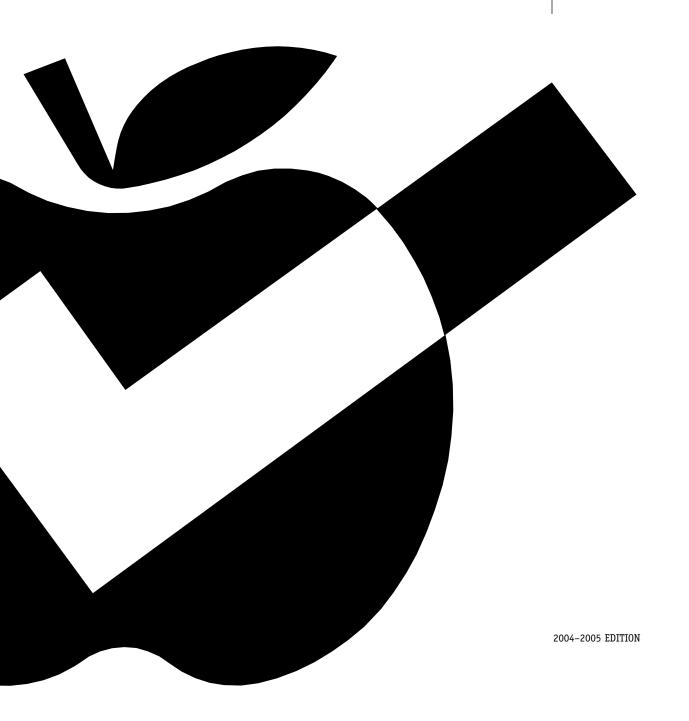
The New Jersey Model for Identifying Highly Qualified Teachers





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2004-2005 EDITION PTM# 1503-87

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The New Jersey Model for Identifying Highly Qualified Teachers

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At A Glance



The New Jersey Model for Identifying Highly Qualified Teachers

- There are to be no consequences for individual teachers in terms of job loss if they have not yet satisfied the federal definition of a Highly Qualified Teacher. This is especially true for teachers in Title I schools. Teachers holding emergency certification complete only the Statement of Assurance. They cannot become highly qualified without a standard license.
- All forms and related documentation are due to building principals not later than Friday, October 15, 2004 for all new hires, any teacher with a change in content area teaching assignment, and any teacher who has not yet satisfied the definition of Highly Qualified Teacher.
- New, newly hired and veteran teachers in non-Title I schools, as well as veteran teachers in Title I schools, must satisfy the definition of a Highly Qualified Teacher by the end of the 2005-2006 school year. Federal regulations require that new and newly hired teachers in Title I schools be highly qualified at the time of hire (See appendix 2 for details).
- The Department of Education's role in implementing the federal requirement is to provide districts with the orientation, training and support needed to support schools in completing the Highly Qualified Teacher identification process; to create a state profile using the Highly Qualified Teacher Survey data; and to determine the Annual Yearly Progress goals for increasing the percentage of classes taught by Highly Qualified Teachers.
- The district's role in implementation of the federal requirement is to provide schools and teachers with the orientation, inservice and support needed to complete the Highly Qualified Teacher identification process including, where necessary, the NJ HOUSE Standard: Content Knowledge Matrix (see page 32) and to gather and maintain the identification data at the building level.
- Schools that receive Title I funding (including funds used for before/after school programs) must comply with the parent notification requirements under *No Child Left Behind*. In September, schools receiving Title I funds must notify all parents of their right to inquire about the qualifications of their child's teacher(s). A sample letter (Sample A) and additional parent information have been provided in the appendix. By the end of October, schools receiving Title I funds must notify parents if any of their child's teachers have not yet satisfied the federal definition of a Highly Qualified Teacher. A sample letter (Sample B) and additional parent information have been provided in the appendix. The Sample B letter (or a modified version) must be sent to any parent whose child has been instructed for four or more weeks by a teacher who has not yet satisfied the definition of a Highly Qualified Teacher. Parent notification requirements apply to the entire school—whether or not the teacher is paid in whole or in part by Title I funds or teaches within a targeted assistance program.
- Appendices have been added to provide information about Praxis II content knowledge exams and requirements for pre-school teachers.

General Information



The New Jersey Model for Identifying Highly Qualified Teachers

The federal **No Child Left Behind Act** (NCLB), reauthorized in 2001, requires that all teachers be or become highly qualified in the core academic content area(s) they teach. NCLB places major emphasis upon teacher quality as a factor in improving achievement for all students. This emphasis grows out of the research showing that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising levels of student achievement.

It is vital that districts and teachers understand that there are to be no consequences to individual teachers in terms of job loss, if teachers have not yet met the federal definition of a Highly Qualified Teacher. This is particularly true in schools supported with Title I funds. The state has a responsibility under the federal law to support and monitor district progress toward meeting the goal of increasing the number of highly qualified teachers. Districts have a responsibility to support and monitor teacher progress toward meeting the goal of satisfying the Highly Qualified Teacher definition.

This packet contains two types of forms. Teachers will complete the appropriate NJ Highly Qualified Teacher Identification form(s) based on the certification(s) they hold for their present teaching assignment(s). These forms will be used to determine whether the teacher satisfies the definition of a Highly Qualified Teacher based on the federal criteria for the particular certificate held.

Veteran teachers who do not satisfy the federal definition advance to the NJ High Objective Uniform State Evaluation (HOUSE) Standard and complete a Content Knowledge Matrix to determine whether they satisfy the definition of a Highly Qualified Teacher using the alternate criteria of the NJ HOUSE Standard. Teachers who do not yet document 10 points on the NJ HOUSE Standard Content Knowledge Matrix have until the end of the 2005-2006 school year to accrue 10 points in order to satisfy the definition.

New and newly hired teachers in Title I schools must satisfy the definition of a highly qualified teacher at the time of hire. Veteran teachers and experienced teachers who are newly hired in Title I schools may satisfy the definition using the NJ HOUSE Standard Content Knowledge Matrix. First-year teachers in Title I schools may not use the NJ HOUSE Standard to satisfy the requirement.

The department is awaiting the final reauthorization of the Individuals with Disabilities Education Act (IDEA) to determine the requirements for special education teachers who provide consultative/support services (such as in-class or pull-out support) or who team teach with a content area instructor in general education settings, but who are not the sole providers of direct content instruction. Special education teachers who provide direct content instruction in elementary schools (including self-contained classes in grades 6-8) must satisfy the federal definition of a Highly Qualified Teacher at the elementary level. Special education teachers who provide direct content instruction in departmentalized middle and secondary schools satisfy the federal definition of a Highly Qualified Teacher based on the grade level of the content/curriculum they are teaching, rather than the chronological age of their students. As the department receives further information regarding requirements for special education teachers who provide consultation/support, it will provide additional quidance to the field.





${f 1}$. Which teachers must document that they are highly qualified?

All teachers with primary responsibility for direct instruction in one or more of the core academic content areas are required to demonstrate that they satisfy the definition of a Highly Qualified Teacher. This includes elementary generalists who teach all subjects to a particular grade/class, special education teachers who provide direct instruction in one or more content areas, middle- and secondary-level content area instructors and basic skills supplemental teachers. This also includes bilingual teachers and English as a second language (ESL) teachers who provide direct instruction in core academic content. Section 9101 of *NCLB* identifies the following subjects as core academic content areas:

► Language Arts
 ► Reading
 ► Mathematics
 ► Geography
 ► Civics
 ► English
 ► History
 ► Economics
 ► Foreign Languages

The New Jersey Core Curriculum Content Standards that align with the federal list of core academic subjects are: language arts literacy, science, mathematics, social studies, world languages, and visual and performing arts. Teachers in the areas of health, physical education, technological literacy, career education and consumer, family and life skills and those holding educational services certificates are not required to satisfy the Highly Qualified Teacher definition because there is a clear alignment between teachers' content preparation and work assignment.

2. What is the timeframe for compliance with the requirement?

■ **Title I Schools:** According to federal requirements, teachers of core academic subjects who were hired after the first day of school in the 2002-2003 school year must be highly qualified at the time of hire. This requirement applies both to teachers who are new to the profession (first-year teachers) and to experienced teachers newly hired from other districts into Title I schools. First-year teachers may not use the NJ HOUSE Standard Content Knowledge Matrix to satisfy the requirement.

Teachers who were working in Title I schools **prior to** the start of the 2002-2003 school year and teachers who are transferring to such programs from within their district will have until the end of the 2005-2006 school year to satisfy the highly qualified teacher requirement. They may use the NJ HOUSE Standard Content Knowledge Matrix if they do not satisfy the definition using the federal criteria.

■ Non-Title I Schools: All teachers of core academic subjects in schools that do not receive Title I funds must satisfy the highly qualified teacher requirement by the end of the 2005-2006 school year. Teachers hired prior to the start of the 2005-2006 school year may use the NJ HOUSE Standard Content Knowledge Matrix if they do not satisfy the definition using the federal criteria.





3. What are the criteria for defining a highly qualified teacher?

Elementary Teachers: To satisfy the definition of a Highly Qualified Teacher, elementary teachers working in self-contained settings (K-5, K-6, K-8) must:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education;
- Hold a valid New Jersey teaching certificate for which no requirements have been waived (i.e., no emergency certification); and
- Demonstrate content preparation/expertise for the core academic subjects they teach by either
 - ▶ Passing a rigorous state test (i.e., the National Teachers Exam or the Praxis II Elementary Education: Content Knowledge Test); or
 - Accruing ten points on the NJ HOUSE Standard Content Knowledge Matrix as an elementary generalist. First-year teachers in Title I schools may not use the NJ HOUSE Standard to qualify.

Middle and Secondary Teachers: To satisfy the federal definition of a Highly Qualified Teacher, middle and secondary teachers working in departmentalized settings (grade 5 and above) must:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education;
- Hold a valid New Jersey teaching certificate for which no requirements have been waived (i.e., no emergency certification);
- Demonstrate their content preparation/expertise for each core academic subject they teach by either:
 - Passing a rigorous state test in each core academic content area the teacher teaches (i.e., the Praxis II content knowledge exam(s) for middle or secondary grades; or
 - ▶ Having an undergraduate major in the core academic content area(s) they teach; or
 - ► Having 30 credits equivalent to a major (at least 12 credits at the upper division level) in the core academic content area(s) they teach; or
 - Having a graduate degree in the core academic content area(s) they teach; or
 - ► Holding National Board certification in the core academic content area(s) they teach; or
 - ► Accruing ten points on the NJ HOUSE Standard Content Knowledge Matrix for each core academic content area they teach. First-year teachers in Title I schools may not use the NJ HOUSE Standard to qualify.





4. What is the process for determining whether teachers satisfy the Highly Qualified Teacher definition?

This packet contains the forms teachers will use to determine whether they satisfy the federal definition of a Highly Qualified Teacher for **each** core academic content area teaching assignment they have. Copy forms as needed. Detailed instructions have been designed to lead teachers through the process of completing the NJ Highly Qualified Teacher Identification form and, if needed, the NJ HOUSE Standard: Content Knowledge Matrix. These forms are also available on the Department of Education website at www.nj.gov/njded/profdev/hqt/house.pdf#page=29. All forms must be completed and submitted to the school principal by October 15, 2004. This packet provides the following forms:

- A NJ Highly Qualified Teacher Identification form for holders of Elementary and Special Education certificates teaching elementary grades or content (Form A);
- A NJ Highly Qualified Teacher Identification form for holders of Elementary certificates teaching in departmentalized middle grades or secondary basic skills programs (Form B);
- A NJ Highly Qualified Teacher Identification form for holders of Middle/Secondary Content Area certificates teaching middle/secondary grades (Form C);
- A NJ Highly Qualified Teacher Identification form for holders of Special Education certificates teaching in departmentalized middle/secondary settings (Form D);
- A NJ Highly Qualified Teacher Identification form for holders of K-12 Content Area or ESL certificates (Form E);
- A NJ HOUSE Standard: Content Knowledge Matrix (Form F);
- A Statement of Assurance (Form G); and
- A Statement of Assurance to be used by first-year teachers in Title I schools (Form H).

5. What documentation do teachers need to complete the forms?

In preparing to complete the Highly Qualified Teacher Identification and NJ HOUSE Standard Matrix forms, teachers will need the following:

- A copy of all college transcripts;
- Documentation of content-related professional development activity occurring within the last four years for each current core academic area teaching assignment.





6. What documentation may be requested by districts to verify that teachers satisfy the definition of a Highly Qualified Teacher?

- A copy of college transcripts;
- A copy of score report(s) for state tests (See appendix for information regarding state testing and the highly qualified teacher requirement);
- A copy of National Board certificate(s); or
- Documentation of content-related professional development activity for the last four years for each current core academic area teaching assignment.

Note: These documents may already be part of school/district personnel files; additional copies are not necessary.

7. When and how often must teachers complete these forms?

Teachers of core academic subjects who have not previously filed paperwork with their district or who are still in the process of satisfying the highly qualified teacher requirement will complete the appropriate NJ Highly Qualified Teacher Identification form(s) once for each current core academic content teaching assignment they have by **October 15**, **2004**. Teachers may need to complete the NJ HOUSE Standard: Content Knowledge Matrix annually until they have satisfied the definition of a Highly Qualified Teacher for each core academic subject area teaching assignment. Teachers may need to complete additional forms if they have a change in their certification or teaching assignment(s).

8. What happens once the forms have been completed?

Gather all completed forms and documentation and review them with your supervisor or principal. Complete the statement of assurance jointly with your supervisor or principal. You should keep a copy of the forms and the documentation originals for your own records. Return completed forms and copies of documentation along with the signed statement of assurance to your building principal. These records will be kept on file at the building or district level and will be subject to the regular state monitoring process. They will be used to compile data about highly qualified teachers for district and state reporting purposes as required by *NCLB*.





9. What happens if a district fails to make progress toward increasing the number of Highly Qualified Teachers it employs?

The federal law requires that states monitor district progress toward meeting state objectives for increasing teacher quality within districts and their schools. If a district fails for two consecutive years to make progress toward meeting the annual objectives, then that district must develop an improvement plan. The improvement plan must be designed to help the district meet the state's annual measurable objectives for increasing the percentage of highly qualified teachers and must address issues that prevented the district from meeting those objectives.

10. What if a teacher changes school districts?

The Chief School Administrator (or designee) must provide a letter documenting the teaching assignment(s) for which the teacher has satisfied the highly qualified teacher requirement.



Core Academic Subjects

According to Section 9101 of *NCLB*, the core academic subjects are language arts, reading, english, science, mathematics, history, civics, government, geography, economics, foreign languages and the arts. These areas are found in the following NJ Core Curriculum Content Standards: language arts literacy, science, social studies, mathematics, world languages and the visual and performing arts. Only teachers with primary responsibility for direct instruction in these content areas must satisfy the Highly Qualified Teacher definition.

Highly Qualified Teacher

For New,
Newly Hired and
Veteran Teachers in
Non-Title I schools
and for
Veteran Teachers in
Title I schools

A Highly Qualified Teacher is one who, by June 2006:

- Holds at least a bachelor's degree;
- Is fully certified (traditional or alternate route) with no waivers (i.e., no emergency certificates); and
- **Elementary**: Demonstrates content expertise by either
 - ▶ Passing a rigorous state test of elementary content knowledge and teaching skills; or
 - ▶ Accrues ten points on the NJ HOUSE Standard Matrix.
- Middle/Secondary: Demonstrates content expertise in each of the core academic subject(s) taught by:
 - ► Passing a rigorous state test; **or**
 - Completing an academic major, coursework equivalent to a major, or a graduate degree; or
 - ► Earning an advanced certification or credential (*i.e.*, National Board Certification); **or**
 - ▶ Accruing ten points on the NJ HOUSE Standard Matrix.

Highly Qualified Teacher

For New and Newly Hired Teachers in Title I schools

A Highly Qualified Teacher is one who, by September 2003:

- Holds at least a bachelor's degree from a regionally accredited institution of higher education;
- Is fully certified (traditional or alternate route) with no waivers (i.e., no emergency certificates); and
- **Elementary**: Demonstrates content expertise by passing a state test of elementary content knowledge and teaching skills.
- **Middle/Secondary:** Demonstrates content expertise in **each** of the core academic subject(s) taught by:
 - Passing a rigorous state test; or
 - Completing an academic major, coursework equivalent to a major, or a graduate degree; or
 - ► Earning an advanced certification or credential (*i.e.*, National Board Certification).

Note: New (first-year) teachers in Title I schools may not use the NJ HOUSE Standard Matrix to qualify. Experienced teachers



newly hired in Title I schools may use the NJ HOUSE Standard Matrix, if needed.

NJ HOUSE Standard

Under NCLB, each state is required to develop a HOUSE (High Objective Uniform State Evaluation) Standard to provide teachers with an alternative means of demonstrating their content knowledge for the core academic subject(s) they teach. The NJ HOUSE Standard is the means by which teachers can document their content expertise in the core academic subject(s) they teach. The NJ HOUSE Standard uses a Content Knowledge Matrix to document college coursework, professional activities, teaching activities, and successful teaching performance.

- Elementary and Special Education teachers who provide direct content instruction of an elementary curriculum must accrue 10 points on the matrix across elementary academic content areas in order to satisfy the definition of a Highly Qualified Teacher as an Elementary Generalist.
- Middle/Secondary and Special Education teachers who provide direct content instruction of a middle/secondary curriculum must accrue 10 points on the matrix for each content area they teach in order to satisfy the definition of a Highly Qualified Teacher for each content area teaching assignment.

New (to the Profession)

Teachers who are in their first year of teaching are new to the profession.

- Teachers in Title I schools are new to the profession if they were hired after the first day of school in the 2002-2003 school year. They must be highly qualified at the time of hire. They may not use the NJ HOUSE Standard matrix to qualify.
- Teachers in non-Title I schools are new to the profession if they are hired after the first day of school in the 2005-2006 school year. They must be highly qualified by the end of the 2005-2006 school year. They may use the NJ HOUSE Standard matrix, if needed.

Newly Hired

Teachers with prior teaching experience who are either returning to teaching after an absence or changing school districts are newly hired. Teachers changing building, class or grade level assignments within their districts are not considered newly hired.

Teachers in Title I schools must be highly qualified at the time of hire and may use the NJ HOUSE Standard Matrix, if needed.



■ Teachers in non-Title I schools must be highly qualified by the end of the 2005-2006 school year. They may use the NJ HOUSE Standard Matrix, if needed.

School Organization

The most typical organizational structures in the state are:

- **Elementary schools** (K-5, K-6, K-8) in which classes are self-contained and teachers provide instruction in the full range of content to a single class, all day.
- **Middle schools** (5-7, 5-8, 6-7, 6-8, 6-9, 7-8, 7-9) are those in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day.
- **Secondary schools** (8-12, 9-12, 10-12) are those in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day.

Teacher - Bilingual Ed.

Bilingual teachers provide direct instruction in one or more content areas in students' native language and English as a replacement for content instruction provided in a classroom where only English is spoken. They must satisfy the definition for the content area(s) and level(s) they teach.

Teacher - ESL

ESL teachers provide daily support to students with limited English proficiency and may co-teach classes with a Language Arts Literacy instructor. ESL teachers may also provide direct instruction in English, Reading or Language Arts. When ESL teachers provide direct instruction, they must satisfy the definition for the content/curriculum level they teach rather than the chronological age of their students.

Teacher - Special Ed.

Special education teachers may provide in-class or pull-out support or co-teach with a general education teacher in inclusion settings. They may also provide direct instruction in resource settings and/or self-contained classes. When special education teachers provide direct instruction, they must satisfy the definition as follows:

Resource/Replacement (K-5) and Self-Contained (K-8) – Qualify as Elementary Generalists in accordance with the criteria specified for Elementary teachers.

Resource/Replacement (6-12) and Self-Contained (9-12) – Qualify in each separate core academic subject they teach in



accordance with the criteria specified for Middle/Secondary teachers.

- Special education teachers may use elementary generalist criteria if the level of content/curriculum they are teaching is elementary regardless of the chronological age of the students.
- Special education teachers may use the middle grades Praxis II exam(s) if they are teaching middle grades level content/ curriculum regardless of the chronological age of the students.
- Special education teachers must use the secondary level criteria if they are teaching secondary level content/curriculum regardless of the adaptations/accommodations being made in the materials used.

Special education teachers whose assignment is exclusively support and consultation (no direct instruction, never a child's only teacher of a core academic subject) are not required to satisfy the highly qualified teacher definition at this point in time pending reauthorization of the Individuals with Disabilities Education Act (IDEA).

Teaching Assignment

A teaching assignment is the grade level and/or core academic subject area being taught. It is not the class schedule. Multiple sections of the same course (*i.e.*, three classes of Freshman Composition or two periods of World History) count as one teaching assignment. Teaching all subjects to one class of elementary or special education (elementary) students all day (*i.e.*, 5th grade, 2nd grade) is one assignment.

Testing Option

Teachers may submit a passing score on a state licensing exam taken in New Jersey or a passing score on a state licensing exam taken in another state as verification that they have satisfied the definition of a Highly Qualified Teacher. Examples of appropriate tests include: The National Teacher Exam (NTE); the Praxis II Elementary Education: Content Knowledge Test; the Praxis II Middle Grades or K-12 Content Knowledge Test(s) for the relevant content area teaching assignment(s).

Undergraduate Major

An undergraduate major is defined as 30 credits of content coursework within the subject field listed as the major.



Equivalent of an Undergraduate Major

The equivalent of an undergraduate major is a 30 credit coherent sequence of courses in a subject field that includes study at the introductory, intermediate and advanced levels. At least 12 of the 30 credits must be upper division (junior or senior level) courses.

Veteran Teachers

Teachers in Title I schools who were hired before the first day of school in 2002-2003 are veteran teachers and may use the NJ HOUSE Standard to satisfy the definition of a Highly Qualified Teacher. Experienced teachers who are newly hired may also use the NJ HOUSE Standard

Teachers in non-Title I schools who are hired before the first day of school in 2005-2006 are veteran teachers and may use the NJ HOUSE Standard to satisfy the federal definition of a Highly Qualified Teacher. All veteran teachers must be highly qualified by the end of 2005-2006.

General Form Instructions (A—B



$oldsymbol{1}_{ullet}$. Who must complete the Highly Qualified Teacher Identification Form?

- All active teachers working in elementary schools who teach core academic content areas. This includes all Elementary Generalists who teach all subjects to one group of students throughout the school day (*i.e.*, teachers of 1st grade, 2nd grade, etc.).
- All active teachers working in middle and secondary schools who teach one or more core academic content areas. This includes middle school teachers teaching core academic subjects in departmentalized settings under elementary certificates. The core academic content areas are:
 - ► Elementary Generalist (full day, all subjects)
 - ► Language Arts Literacy (English, Reading, Language Arts)
 - ▶ Mathematics
 - Science
 - ► Social Studies (Economics, History, Civics, Geography)
 - ▶ Visual and Performing Arts
 - World Languages
- All special education teachers who provide direct instruction in one or more core academic content areas. Special education teachers working in elementary settings (including those teaching self-contained classes in grades 6-8) must satisfy the definition of a Highly Qualified Teacher at the elementary level. Special education teachers who work in departmentalized middle and secondary schools must satisfy the definition of a Highly Qualified Teacher based on the grade level(s) of the content/curriculum they teach rather than the chronological age of the students.
- All bilingual and ESL teachers who provide direct instruction in one or more core academic content areas. Bilingual and ESL teachers working in departmentalized middle and secondary schools must satisfy the federal definition of a Highly Qualified Teacher based on the grade level(s) of the content/curriculum they teach rather than the age of the students.

2. How many Highly Qualified Teacher Identification Forms do I complete?

Teachers with more than one core academic content area should complete a separate form for **EACH** teaching assignment they have in the current year. Multiple sections of the same course (i.e., three classes of Algebra or two periods of Biology) count as one assignment. Elementary generalists and special education teachers (grades K-8) who teach all subjects to one group of students during the school day complete one form for that assignment.

Teachers who have certification in one or more core academic content areas for which they have no current teaching assignment may (but are not required to) complete additional forms to identify whether they satisfy the Highly Qualified Teacher definition for these certificates as well. Federal reporting requirements apply to current teaching assignments only, not to all certifications a teacher may hold.

General Form Instructions (A—D



$oldsymbol{3}_{ullet}$ How does the Highly Qualified Teacher Identification Form work?

The Highly Qualified Teacher Identification form allows teachers to determine whether they satisfy the federal definition of a Highly Qualified Teacher as outlined in the *No Child Left Behind* legislation.

- ► Teachers at the elementary level answer only one question about passing a State test.
- ► Teachers at the middle (departmentalized) and secondary levels answer five questions for **EACH** core academic content area teaching assignment they have.
- ▶ Special education teachers who provide direct instruction in resource/replacement settings (K-5) or in self-contained classes (K-8) must satisfy the requirement for elementary generalists.
- ▶ Special education teachers who provide direct instruction in resource/replacement settings (6-12) or in self-contained classes (9-12) must satisfy the requirement based on the grade level of the content/curriculum they are teaching rather than the chronological age of the students. For example, a special education teacher responsible for math instruction for a class of high school students with pervasive developmental disabilities who is teaching elementary content (addition, subtraction, etc.) could satisfy the requirement as an elementary generalist. If this same teacher also has an assignment to teach algebra to a class of high school students with learning disabilities, he or she must satisfy the requirement at the secondary level of content expertise in mathematics. Teachers who satisfy middle or secondary levels of content preparation also satisfy the content preparation/expertise requirements for less rigorous levels.

ELEMENTARY TEACHERS

Did you pass any state licensing exam in the content area (i.e., General Knowledge Test of the Core Battery of the National Teacher Examination (NTE) or Praxis II Elementary Education: Content Knowledge Test)? New Jersey teachers certified since 1985 have been required to pass a test of content knowledge in order to obtain their teaching certificates. Teachers coming from other states may also have had to pass a content knowledge exam to obtain their certification.

Teachers who answered **YES** to the question of whether they passed a state test satisfy the federal definition of a Highly Qualified Teacher. Those who answered **NO** to this question and meet the criterion for a veteran teacher must complete a NJ HOUSE Standard: Content Knowledge Matrix form.

DEPARTMENTALIZED MIDDLE AND SECONDARY TEACHERS

(Answer for EACH content area teaching assignment):

1. Did you pass any state licensing exam in the content area (i.e., Middle Grades or K-12 Praxis II content knowledge test(s) for the subject(s) that you teach)? New

General Form Instructions (A—D



Jersey content area teachers certified since 1985 have been required to pass a test of content knowledge in order to obtain their teaching certificates. Teachers coming from other states may also have had to pass a content knowledge exam to obtain their certification. Departmentalized middle school teachers with K-8 certification may not use the Praxis II Elementary Education Content Knowledge test or the NTE to satisfy the requirement. They take the Praxis II Middle Grades Content Knowledge test(s) in the subject(s) they teach.

- 2. Do you have an academic major in the content area(s) you teach? The major must match the teaching certificate in order to satisfy the content preparation requirement. Your transcript, on file in your district, serves as documentation. Examples of qualifying degrees/majors include: Bachelor of Arts: English; Bachelor of Science: Chemistry; Bachelor of Fine Arts: Music.
- 3. Do you have 30 college credits in the content area(s) you teach? If your degree reads Bachelor of Arts: Education or Bachelor of Science: Education, you must review your transcript and count the number of applicable content hours. Teacher education, generic teaching methods and educational psychology courses cannot be counted toward the 30 credit content requirement. At least 12 of the 30 credits must be at the upper division (junior or senior) level. Your transcript, on file in your district, serves as documentation. Here is some additional guidance on counting 30 credits:

Middle/Secondary Teachers should identify the content courses and count the number of semester hours appropriate for **each** of the content area(s) they are teaching. If you have 30 or more semester hours in the content area(s) you are teaching, you satisfy the requirement.

ESL Teachers who provide direct instruction in language arts above the elementary content level should follow the directions given above for departmentalized middle/secondary teachers.

Special Education Teachers who provide direct instruction to students with disabilities in one or more core academic areas above the elementary content level should follow the directions given above for departmentalized middle/secondary teachers.

How to Count Content Courses: Approved New Jersey programs within the broad content definition (i.e., language arts, science, social studies) usually require content course work in multiple areas. A biology program would probably require a course in chemistry and a course in physics. A history program would require other types of social science courses such as economics or political science. Courses within the broad definition of the certificate should be counted as appropriate content. Courses that are relevant to more than one core academic area (i.e., A course in the Renaissance that deals with both history and literature) may be counted as content preparation for multiple subject areas.

4. Do you have a graduate degree in the content area(s) you teach? If you have an advanced degree (*i.e.*, Master of Arts: History, Master of Science: Biology, Master of Fine Arts: Dance) in the content area aligned with your certificate, you satisfy the federal

General Form Instructions (A—D



definition of a Highly Qualified Teacher. If your graduate degree is in education (*i.e.*, Master of Arts: Teaching or Master of Arts: Curriculum and Instruction) you must review the courses taken at the advanced level and determine if 12 or more semester hours were earned in the content field. If so, you satisfy the federal definition of a Highly Qualified Teacher. If your advanced degree is in administration, it is not content appropriate and will not satisfy the federal definition of a Highly Qualified Teacher. Your transcript, on file in your district, serves as documentation.

5. Are you a National Board Certified Teacher in the content area(s) you teach? If you have achieved National Board Certification in the content area(s) you are teaching, you satisfy the federal definition of a Highly Qualified Teacher. You may be asked to attach a copy of your certificate to document your status.

For EACH content area teaching assignment: Teachers who answered YES to ANY of the five questions satisfy the federal definition of a Highly Qualified Teacher for that content area assignment. They do not need to complete a NJ HOUSE Standard: Content Knowledge Matrix for that content area.

For EACH content area teaching assignment: Teachers who answered NO to ALL of the five questions must complete a NJ HOUSE Standard: Content Knowledge Matrix (Form F) in order to determine whether they satisfy the Highly Qualified Teacher definition for that content area assignment according to the alternate criteria available through the NJ HOUSE Standard.

4. What happens once I complete the form(s)?

Once you have completed all necessary forms, attach the appropriate documentation and complete the applicable Statement of Assurance (Form G or H) with your supervisor or principal. Return all forms (Highly Qualified Teacher Identification **and** NJ HOUSE Standard: Content Knowledge Matrix) to your building principal to be kept on file at the building or district level. Keep a copy for your own records. These forms will be subject to the regular state monitoring process and will be used to compile state-level data for *NCLB*.

5. How often must I complete the form(s)?

Teachers only need to complete the Highly Qualified Teacher paperwork once if they satisfy the definition either in accordance with the federal criteria or by using the NJ HOUSE Standard for their current teaching assignment(s). First-year teachers and those who have had a change in their certification or teaching assignment(s) that require a reassessment of their status must complete the paperwork for their new assignment(s). Teachers who are still in the process of satisfying the Highly Qualified Teacher requirement for their current assignment(s) must complete the paperwork annually until they satisfy the Highly Qualified Teacher requirement for their current assignment(s).



FOR: Holders of Elementary Education, and Special Education Certificates Teaching Elementary Grades or Content

Nan	ne: School Building:
You	ar Certificate: (Check one per form)
	Elementary \square Teacher of the \square Teacher of the \square Teacher of the Education Handicapped Blind/VI Deaf/HH
or n	ections: Complete this form for the teaching assignment you have this year (full day, all subjects nultiple sections of the same course count as one assignment). You may also complete this form if hold the certification but do not currently have a related teaching assignment.
Con	tent Area Teaching Assignment: Elementary Generalist No Current Assignment
Gra	de-level Assignment: □ Elementary (K-5) □ Grade 6-8 (Elementary setting or Special Ed. self-contained) □ Grade 9-12 (Special Ed. self-contained; elementary content only) Did you pass any state licensing or certification exam (i.e., the National Teacher Examination or the Praxis II Elementary Education: Content Knowledge Test)
	☐ YES ☐ NO
	Check here if you answered YES . You satisfy the federal definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance with your supervisor or principal and return all forms and documentation to your building principal.
	Check here if you answered NO . Advance to the NJ HOUSE Standard: Content Knowledge Matrix to determine whether you satisfy the definition of a Highly Qualified Teacher under the NJ HOUSE Standard for this content area assignment (not available to new teachers in Title I schools).

The New Jersey Highly Qualified Teacher Identification FORM B



FOR: Holders of Elementary Certificates Teaching Middle Grades Departmentally or Secondary Basic Skills Programs

Name:		School Bui	lding:	
	(Check one per form) ementary Education	☐ Elementa	ry with Specializatio	n
sections of the san	lete a separate form : ne course count as on ut do not currently ha	e assignment). You	may also complete t	
☐ Social Studies (☐ Language Arts I☐ Visual and Perfo	ching Assignment (C Economics, History, Ci Literacy (English, Read orming Arts	ivics, Geography) ding, Lang. Arts)	□ Science□ Mathematics□ World Language□ No Current Ass	es ignment
Did you pass a state licensing exam in this academic content?	content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
Highly Qualific verify your st certificates yo	you answered YES for ed Teacher for this con atus. Complete any a u hold. Sign the Stat as and documentation	ntent area assignmer dditional forms need tement of Assurance	nt. Attach appropriat ded for other assigr with your supervis	te documentation to nments you have or
Content Know	you answered NO for reledge Matrix to deter the NJ HOUSE Standale I schools).	mine whether you sa	atisfy the definition (of a Highly Qualified



FOR: Holders of Middle/Secondary Education Content Area Certificates Teaching in Middle and Secondary Schools

Name:	School Building:			
Title of Teaching Co	ertificate:			
Directions: Comples sections of the same the certification but	e course count as on	e assignment). You	may also complete t	• • •
Content Area Teach ☐ Social Studies (Ed ☐ Language Arts Li ☐ Visual and Perfor	conomics, History, Ci teracy (English, Read	ivics, Geography)	rea assignment per Science Mathematics World Languag No Current Ass	es
Grade-level Assigni	ment: 🗆 Mid	ldle (6-8)	☐ Secondary (9-1	2)
Did you pass a state licensing exam in this aca- demic content? (i.e., Praxis II subject test)	Do you have an undergraduate major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
Highly Qualified verify your stat certificates you	Teacher for this contus. Complete any a hold. Sign the Sta	ntent area assignmen dditional forms nee	nt. Attach appropria ded for other assign e with your supervi	deral definition of a te documentation to nments you have or sor or principal and
Content Knowle	edge Matrix to deter he NJ HOUSE Stand	rmine whether you sa	atisfy the definition	J HOUSE Standard: of a Highly Qualified not available to new

The New Jersey Highly Qualified Teacher Identification FORM D

FOR: Holders of Special Education Certificates Teaching in Departmentalized Middle and Secondary Schools

Name:		School Bui	lding:	
Your Certificate:	(Check one per form) ☐ Teacher of the Handicapped	☐ Teacher of Blind/VI	the Teacl Deaf	her of the /HH
listed below. Comp subjects and multip form if you hold th	lete this form ONLY is lete a separate form fole sections of the same e certification but do a content/curriculum yo	or <i>each</i> teaching assume course count as one not currently have a second	ignment you have th assignment). You ma related teaching assig	nis year (full-day/all ay also complete this gnment. Indicate the
☐ Social Studies☐ Language Arts☐ Visual and Perf	ching Assignment (C Economics, History, C Literacy (English, Readorming Arts	ivics, Geography) ding, Lang. Arts)	□ Science□ Mathematics□ World Languag□ No Current Ass	es
Did you pass a state licensing exam in this ac demic content?	Do you have an undergraduate major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
Highly Qualifi verify your st certificates yo	you answered YES for ed Teacher for this con atus. Complete any a ou hold. Sign the Sta ns and documentation	ntent area assignmer dditional forms need tement of Assurance	nt. Attach appropriated for other assigned with your supervise	te documentation to nments you have or
	you answered NO for /ledge Matrix to deter	=		

The New Jersey Highly Qualified Teacher Identification FORM E



FOR: Holders of K-12 Content Area or ESL Certificates

Name:		School Buildii	ng:	
Your Certificate:				
sections of the sa the certification b	plete a separate form me course count as on ut do not currently ha provide direct content	e assignment). You ve a related teaching	may also complete t g assignment. ESL te	his form if you hold achers complete this
$\ \square$ Social Studies	ching Assignment (C (Economics, History, C Literacy (English, Read Forming Arts	ivics, Geography)	rea assignment per Science Mathematics World Language No Current Ass	es
Grade-level Assig	nment: 🗆 Element	ary (K-5) 🗆 Mi	ddle (6-8) □ Se	econdary (9-12)
Did you pass a state licensing exam in this ac demic content? (i.e., Praxis II subject tes	a- major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
Highly Qualif verify your s certificates y	you answered YES for ed Teacher for this con tatus. Complete any a ou hold. Sign the Sta ns and documentation	ntent area assignmendditional forms nee tement of Assurance	nt. Attach appropria ded for other assign e with your supervi	te documentation to nments you have or
Content Know	you answered NO for vledge Matrix to deter the NJ HOUSE Stand tle I schools).	rmine whether you sa	atisfy the definition	of a Highly Qualified

Matrix Instructions (Form F)



NEW JERSEY'S HOUSE STANDARD: THE CONTENT KNOWLEDGE MATRIX

General Instructions

The NJ HOUSE Standard provides teachers who do not satisfy the federal definition with an **alternate** way to demonstrate that they are highly qualified to teach core academic content. Elementary teachers who have passed a state licensing test and middle/secondary teachers who have met one of the five criteria outlined on the NJ Highly Qualified Teacher Identification form do not need to complete a NJ HOUSE Standard: Content Knowledge Matrix.

$oldsymbol{1}_{oldsymbol{\circ}}$ Who must complete the NJ House Standard: Content Knowledge Matrix?

Teachers who complete the NJ Highly Qualified Teacher Identification Form(s) and do not satisfy the federal definition of a Highly Qualified Teacher in one or more core academic content areas for which they have teaching assignments must complete a NJ HOUSE Standard: Content Knowledge Matrix. Most likely, the following teachers will need to complete the NJ HOUSE Standard Matrix Form:

- Elementary and secondary teachers certified prior to 1985: Elementary and secondary teachers certified in NJ before 1985 were not required to take a state licensing exam (i.e., Praxis II Elementary Education: Content Knowledge Test or Praxis II content knowledge tests for middle/secondary subjects) in order to obtain their certification.
 - ► Any elementary teacher who has not passed a state licensing test must complete a NJ HOUSE Standard: Content Knowledge Matrix.
 - ▶ Middle/secondary teachers who do not satisfy one of the five federal criteria must complete a NJ HOUSE Standard: Content Knowledge Matrix.
 - ► Teachers from outside NJ who took a content area licensure exam to obtain certification in another state may present their passing score as evidence that they satisfy the requirement.
- Middle School Teachers (grades 6-8) with an Elementary (K-8) certificate who are teaching one or more core academic subjects:

 Middle school teachers who hold elementary certificates and who do not satisfy the content preparation/expertise component of the Highly Qualified Teacher requirement for their middle school teaching assignment(s). The NJ HOUSE Standard: Content Knowledge Matrix provides an alternate way for middle school teachers to demonstrate that they are highly qualified to teach middle-level core academic content to students in grades 6-8.

Matrix Instructions (Form F)



■ **Special Education Teachers:** Special Education teachers who provide direct instruction of core academic content and who do not satisfy the content preparation/expertise component of the Highly Qualified Teacher requirement for their teaching assignment(s) must satisfy the definition either as an elementary generalist or for each core academic subject they teach above the elementary level.

2. How does the Content Knowledge Matrix work?

The Content Knowledge Matrix allows teachers to demonstrate content preparation/expertise in each core academic subject they teach through a variety of options arranged in five categories. The categories are:

- Content Area College Coursework at higher education institutions where one takes or teaches credit courses in core academic content, on or offline, in NJ or another state. Teachers must accrue 4 points in this category and may accrue all 10 points. Noncredit and audited courses are not eligible. Two-, three- or four- credit courses accrue 2 points each.
- Content Area Professional Activities such as serving on a standards, curriculum or assessment committee; completing a National Board assessment; or engaging in high-quality, sustained, research-based professional development focused on content-specific instructional and assessment strategies. Other professional activities include making content-specific presentations in your subject area for your school/district or for a professional education conference, and publishing content-related articles in journals. Activities must have been completed within the last four years. Teachers can accrue 1 point per documented activity annually with an overall limit of 6 points for this category.
- Content Area Teaching Activities credits collaborative interdisciplinary work on a sustained unit of study with a content area specialist. Teachers must be working simultaneously with the content specialist and the same group of students. Teachers can accrue 1 point annually for up to 4 years.
- NBPTS Elementary Certification is available in the NJ HOUSE Standard for elementary teachers who have earned an Elementary Generalist certificate from the National Board of Professional Teaching Standards. Elementary teachers who hold National Board certification accrue 4 points.
- Successful Content Area Teaching Performance provides veteran teachers with up to 3 points for successful teaching performance in the content area.

Matrix Instructions (Form F)



3. How many NJ HOUSE matrix forms must I complete?

Teachers must complete one form for **EACH** core academic content area teaching assignment for which they do not meet the federal definition of a Highly Qualified Teacher. This is determined by completing a NJ Highly Qualified Teacher Identification form for each core academic area teaching assignment. Elementary generalists and special education teachers who teach all subjects to one group of students during the school day complete one form.

4. What happens after I complete the Content Knowledge Matrix?

Attach the appropriate documentation and complete the appropriate Statement of Assurance (Form G or H). Your supervisor or principal must review and sign the Statement of Assurance. Return all forms (Highly Qualified Teacher Identification and NJ HOUSE Standard: Content Knowledge Matrix) to the building principal to be kept on file at the building level. These forms will be subject to the regular state monitoring process and used to compile state-level data for *NCLB*.



The New Jersey HOUSE Standard: Content Knowledge Matrix

Name:	School Buildin	g:	
Title of Teaching Certificate:			
Content Area Teaching Assignment	(Check one content ar	rea assignment per forn	n):
☐ Elementary Generalist (full-day, al	l subjects)	☐ Science	
☐ Social Studies (Economics, History	, Civics, Geography)	☐ Mathematics	
$\ \square$ Language Arts Literacy (English, R	eading, Lang. Arts)	\square World Languages	
$\ \square$ Visual and Performing Arts		☐ No Current Assignme	ent
Grade-level Teaching Assignment:	\square Elementary (K-5)	☐ Middle (6-8)	☐ Secondary (9-12)
Grade-level Content/Curriculum:	☐ Special Ed. (K-5)	☐ Special Ed. (6-8)	\square Special Ed. (9-12)
Directions: Enter the number of point Total the number of points. Attach the you complete. Complete a separate madetermine whether you satisfy the de Note: <i>Elementary generalists</i> and <i>sp</i>	required documentation atrix form for each cont finition of a Highly Qua	n for each category to each ent area teaching assign: lified Teacher.	th HOUSE Standard Matrix ment for which you must
during the school day must complete	only one form.		

CRITERIA	CREDIT	YOUR POINTS
■ Successful completion of a credit course in content for the subject area listed above from an accredited community college, college or university ▶ Courses may be taken in person or online	2 Points per course	
 Courses may be taken in or outside New Jersey Education courses are not eligible to be 		
counted unless they are specifically connected to academic content		
 ■ Teaching a credit course in content for the subject area listed above at an accredited community college, college or university ▶ Courses may be given in person or online 	2 Points per course	
	 ■ Successful completion of a credit course in content for the subject area listed above from an accredited community college, college or university ▶ Courses may be taken in person or online ▶ Courses may be taken in or outside New Jersey ▶ Education courses are not eligible to be counted unless they are specifically connected to academic content ■ Teaching a credit course in content for the subject area listed above at an accredited community college, college or university 	■ Successful completion of a credit course in content for the subject area listed above from an accredited community college, college or university ▶ Courses may be taken in person or online ▶ Courses may be taken in or outside New Jersey ▶ Education courses are not eligible to be counted unless they are specifically connected to academic content ■ Teaching a credit course in content for the subject area listed above at an accredited community college, college or university ■ 2 Points 2 Points per course



CATEGORY	CRITERIA	CREDIT	YOUR POINTS
College Coursework (continued)	 ▶ Courses may be given in or outside New Jersey ▶ Education courses are not eligible to be counted unless they are specifically connected to academic content ▶ Multiple sections of the same course count once Documentation: Copy of transcript; instructor's contract or letter of appointment. 		
Content Area Professional Activities (6 Point overall limit in this category)	■ Service on a committee to develop, select, validate and evaluate local, state, and/or national ▶ Content Standards ▶ Content Curriculum ▶ Content Assessments ■ Completion of the relevant Content Area National Board Certification Assessment Process ■ Participation in high quality, sustained, intensive professional development that is classroom-focused, research-based, aligned with the NJ Core Curriculum Content Standards and state assessments, and designed to advance teachers' understanding and use of content-specific instructional and assessment strategies to create a positive and lasting impact on classroom instruction ■ Making a content-specific presentation in a subject area at a state, regional, national or international professional organization meeting or conference or for a school or	1 Point per documented activity in any area in this category per year (Activities must have been completed within the last 4 years)	



CATEGORY	CRITERIA	CREDIT	YOUR POINTS
Professional Activities (continued)	district level in-service program (multiple presentations of the same material count once) Publishing a content area article in state, regional, national or international professional		
	journal Documentation: Copy of Professional Development Certificate(s) and/or Professional Improvement Plan (PIP); committee appointment; presenter contract; program agenda; published article		
Content Area Teaching Activities	Collaborative, interdisciplinary work on a sustained unit of study with a content area specialist (both teachers must be working simultaneously with the same group of students) Documentation: Copy of PD Certificate and/or PIP; letter of appointment or team-teaching schedule assignment	1 Point per year (Within the last 4 years)	
NBPTS Elementary Certification	Elementary teachers who have earned National Board Certification as an Elementary Generalist from the National Board of Professional Teaching Standards (NBPTS) Documentation: Copy of NBPTS certificate	4 Points	
Successful Content Area Teaching Performance	Successful teaching experience in the content area specified on this form. Experience may be in New Jersey or out-of-state schools. Documentation: Satisfactory evaluation for each year	8-15 yrs = 2 pts 16+ yrs = 3 pts	



CATEGORY	CRITERIA	CREDIT	YOUR POINTS
Total Points:	Elementary Teachers (K-5) with fewer than 10 points must either pass the Praxis II Elementary Education: Content Knowledge Test or complete activities chosen from among those listed on this form to accrue 10 points by the end of the 2005-2006 school year.		
	Middle/Secondary Teachers (6-8, 9-12) must complete a NJ HOUSE Standard: Content Knowledge Matrix for each core academic subject they teach. Teachers with fewer than 10 points must either pass the Praxis II Content Knowledge Exam for the level(s) and subject(s) they teach or must complete activities chosen from among those listed on this form to accrue 10 points for each content area teaching assignment by the end of the 2005-2006 school year.		
	Special Education Teachers who provide direct instruction in the elementary grades (including self-contained classes in grades 6-8) must satisfy the requirement for elementary teachers listed above. Special education teachers who provide direct instruction in departmentalized middle and/or secondary grades must satisfy the requirement based on the grade level of the content/curriculum they are teaching rather than on the chronological age of their students. Those who satisfy secondary level content expertise automatically satisfy the content expertise requirement for middle levels.		
	Individuals with Disabilities Education Act (IDEA) reauthorization will determine the requirements for special education teachers who provide consultative or support services (such as in-class or pull-out support) or who co-teach with a content area instructor in general education settings.	YOUR TOTAL:	



REMEMBER

If you do not have 10 points now, you have until June 2006 to satisfy the federal definition of a Highly Qualified Teacher. You may take and pass the relevant Praxis II Content Knowledge Test or you may accrue 10 points by participating in activities listed on the NJ HOUSE Standard: Content Knowledge Matrix. Teachers with 5 or fewer points on the HOUSE Standard Matrix may want to consider taking a content knowledge test so as to satisfy the federal definition of a Highly Qualified Teacher by the end of the 2005-2006 school year.





NJ Highly Qualified Teacher Statement of Assurance

Teacher's Name:	
School Building:Count	y LEA Code:
Certification(s) Held:	
☐ Elementary Education	\square Teacher of the Handicapped
☐ Middle (Content Area(s):	\square Teacher of the Blind/VI
☐ Secondary (Content Area(s):	\square Teacher of the Deaf/HH
☐ K-12 (Content Area(s):	☐ Teacher of ESL
☐ Emergency Certified (Not eligible to become Highly Qualified)	
 According to the attached New Jersey Highly Qualified I have satisfied the Highly Qualified Teacher definition for teaching. (Check all that apply): Elementary Generalist (full-day, all subjects) Social Studies (Economics, History, Civics, Geography) Language Arts Literacy (English, Reading, Language Arts) 	che following content area(s) I am☐ Science☐ Mathematics
☐ Visual and Performing Arts 2. According to the attached New Jersey HOUSE Standard: Con I have satisfied the Highly Qualified Teacher definition for the satisfied the	tent Knowledge Matrix Form(s),
teaching. (Check all that apply):	The following content area(s) I am
☐ Elementary Generalist (full-day, all subjects)	☐ Science
☐ Social Studies (Economics, History, Civics, Geography)	☐ Mathematics
☐ Language Arts Literacy (English, Reading, Language Arts) ☐ Visual and Performing Arts	
 3. According to the attached New Jersey HOUSE Standard: Con I DO NOT YET satisfy the Highly Qualified Teacher definition am teaching. (Check all that apply): □ Elementary Generalist (full-day, all subjects) 	-
☐ Social Studies (Economics, History, Civics, Geography)	☐ Mathematics
☐ Language Arts Literacy (English, Reading, Language Arts) ☐ Visual and Performing Arts	☐ World Languages
I assure that the information presented on this and all attached	l forms is complete and accurate.
Signature of Teacher Signature of School O	fficial Date



APPENDIX 1: PRAXIS II EXAMS AND HIGHLY QUALIFIED TEACHER REQUIREMENTS

In June 2004, the New Jersey State Board of Education adopted a resolution establishing passing scores on four Praxis II Middle School Content Area exams:

Middle School English/Language Arts	(Test No: 10049)	Passing Score: 156
Middle School Mathematics	(Test No. 20069)	Passing Score: 152
Middle School Science	(Test No. 10439)	Passing Score: 145
Middle School Social Studies	(Test No. 20089)	Passing Score: 158

Teachers who hold a standard K-8 certificate and teach in departmentalized middle grades can use passing scores on these exams to demonstrate content area preparation/expertise to satisfy the Highly Qualified Teacher requirement.

The State Board also adopted a resolution raising passing scores on Praxis II Content Area exams. These new scores go into effect September 1, 2004. The new passing scores for tests relevant to the core academic subjects are:

(Test No: 10014)	Passing Score: 141
(Test No: 10041)	Passing Score: 162
(Test No: 10061)	Passing Score: 137
(Test No: 10081)	Passing Score: 157
(Test No: 10113)	Passing Score: 153
(Test No: 10133)	Passing Score: 150
(Test No: 20173)	Passing Score: 156
(Test No: 10191)	Passing Score: 159
(Test No: 20181)	Passing Score: 15
(Test No: 10431)	Passing Score: 152
(Test No: 10432)	Passing Score: 142
(Test No: 20232)	Passing Score: 147
(Test No: 20241)	Passing Score: 134
(Test No: 20571)	Passing Score: 145
(Test No: 10261)	Passing Score: 135
	(Test No: 10041) (Test No: 10061) (Test No: 10081) (Test No: 10113) (Test No: 10133) (Test No: 20173) (Test No: 10191) (Test No: 10491) (Test No: 10431) (Test No: 10432) (Test No: 20232) (Test No: 20241) (Test No: 20571)

Teachers who received K-12 certification based on the older passing score(s) do not need to retake any exam. They satisfy the content area expertise requirement based on the passing score(s) in effect at the time they took the exam(s).



APPENDIX 2: ISSUES FACING NEW AND NEWLY HIRED TEACHERS IN TITLE I SCHOOLS

1. When must new and newly hired teachers working in Title I schools satisfy the Highly Qualified Teacher definition?

According to the federal legislation, new and newly hired teachers in Title I schools who are hired after the first day of the 2002-2003 school year must satisfy the definition of a Highly Qualified Teacher at the time of hire. Veteran teachers working in Title I schools prior to September 2002 have until the end of the 2005-2006 school year to satisfy the federal definition and may do so either by taking the appropriate content knowledge test(s) or by accruing 10 points on the NJ HOUSE Standard: Content Knowledge Matrix for each content area teaching assignment they have.

Experienced teachers who are newly hired in Title I schools may use the NJ HOUSE Standard Matrix to show they satisfy the requirement, if needed. First-year teachers in Title I schools may not use the NJ HOUSE Standard to qualify.

2. What requirements must new and newly hired teachers meet in order to satisfy the Highly Qualified Teacher definition?

Elementary Teachers must have passed the Praxis II Elementary Education: Content Knowledge Test. See Appendix 1 for details.

Middle School Teachers with Elementary Certification (K-8) who are teaching middle-level content to middle grades (6-8) will be required to pass the Praxis II Content Knowledge Test(s) at the middle grades level for the content area(s) they are teaching. See Appendix 1 for details.

Secondary School Teachers with certification in their content area(s) must have passed the Praxis II Content Knowledge Test(s) for the content area(s) they are teaching. See Appendix 1 for details.

Special Education Teachers who are responsible for direct content instruction at the elementary level (including those teaching in self-contained classes in grades 6-8) must pass the Praxis II Elementary Education: Content Knowledge Test. Special education teachers who are responsible for direct content instruction in one or more core academic content areas in departmentalized middle and/or secondary schools must pass the Praxis II Content Knowledge Test(s) for the content area(s) and level(s) they are teaching. At present, there are no requirements for special education teachers who provide consultative/support (in-class and pull-out) services and/or who co-teach with a content area instructor in inclusion settings pending passage of reauthorized IDEA legislation.



3. Are Title I schools barred from hiring a teacher who does not satisfy the federal definition of a Highly Qualified Teacher?

Federal law requires that teachers hired in Title I schools after September 1, 2002 must satisfy the highly qualified teacher definition at the time of hire. Districts may hire teachers eligible for full certification who are awaiting a passing test score or scores to demonstrate their content area expertise.

4. What requirements must Title I schools impose on new and newly hired teachers who do not satisfy the federal definition of a Highly Qualified Teacher?

New and newly hired teachers in Title I schools will NOT be able to satisfy the definition of a Highly Qualified Teacher without passing the relevant content area test(s) for the core academic subject(s) and level(s) they are teaching.

Elementary and secondary teachers who have not taken a state licensure exam (i.e., the NTE or the relevant Praxis II Content Knowledge test) must do so in order to satisfy the content preparation/expertise component of the highly qualified teacher requirement.

Middle school teachers may work under a K-8 elementary certificate and must pass the appropriate Praxis II Middle School Subject Assessment(s) for the core academic area(s) they teach.

Special education teachers who provide direct content instruction must pass the test(s) at the appropriate grade level(s) for the subject(s) they teach **based on the grade level of the content/curriculum** they teach. Requirements for special education teachers who provide consultative/support (in-class and pull-out) services and/or who co-teach with a content area instructor in inclusion settings will be determined based on reauthorized IDEA legislation.

5. Can new and newly hired teachers in Title I schools use the NJ House Standard to satisfy the Highly Qualified Teacher definition?

Veteran teachers (those hired in the district prior to the first day of school in the 2002-2003 school year) and experienced teachers who are newly hired after September 1, 2002 may use the NJ HOUSE Standard, if needed, to document their content preparation/expertise for their teaching assignment(s). New (first-year) teachers must pass the appropriate content knowledge test(s) for the subject(s) and level(s) they teach. They may not use the NJ HOUSE Standard Content Knowledge Matrix to satisfy the content preparation/expertise requirement.



6. What happens if a teacher in a Title I school has not satisfied the federal definition of a Highly Qualified Teacher?

Title I schools must make every effort to hire teachers who satisfy the Highly Qualified Teacher definition. This may be particularly difficult in middle schools where the Middle Grades Praxis II exams became available in June 2004. Special education also poses a challenge in that teacher preparation has not focused on academic content. Title I schools must notify parents when their children are being taught for more than four consecutive weeks by a teacher who has not yet satisfied the Highly Qualified Teacher requirement. Sample letters that schools may wish to use for parent notification are included in this appendix. The expectation is that teachers who begin the 2004-2005 school year in a prequalified status will pass the appropriate content knowledge test(s) to satisfy the federal definition by the end of 2004.

7. What are the parent notification requirements for Title I schools?

Schools that receive Title I funding (including funds used for before/after school programs) must comply with the parent notification requirements under No Child Left Behind. In September, schools receiving Title I funds must notify all parents of their right to inquire about the qualifications of their child's teacher(s). A sample letter (Sample A) and additional parent information have been provided in the appendix. By the end of October, schools receiving Title I funds must notify parents if any of their child's teachers have not yet satisfied the definition of a Highly Qualified Teacher. A sample letter (Sample B) and additional parent information have been provided in the appendix. The Sample B letter (or a modified version) must be sent to any parent whose child has been instructed for four or more weeks by a teacher who has not yet satisfied the definition of a Highly Qualified Teacher. Parent notification requirements apply to the entire school—whether or not the teacher is paid in whole or in part by Title I funds or teaches within a targeted assistance program.

8. If a school receives targeted assistance funding do the parent notification requirements apply only to teachers in those funded programs?

No. The requirements apply to all teachers in the school. Parent notification must be provided to the families of all students taught for four or more weeks by any teacher who is working to satisfy the highly qualified definition.



NJ Highly Qualified Teacher Statement of Assurance for New Teachers in Title I Schools in 2004-2005

Teacher's Name:		
School Building:	County	LEA Code:
Certification(s) Held:		
 □ Elementary Education □ Middle (Content Area(s): □ Secondary (Content Area(s): □ K-12 (Content Area(s):)	 □ Teacher of the Handicapped □ Teacher of the Blind/VI □ Teacher of the Deaf/HH □ Teacher of ESL
 According to the attached New Jers satisfied the Highly Qualified Teac (Check all that apply): 		* *
 □ Elementary Generalist (full-day, □ Social Studies (Economics, Histo □ Language Arts Literacy (English □ Visual and Performing Arts 	ory, Civics, Geography)	□ Science□ Mathematics□ World Languages
 According to the attached New Jer NOT YET satisfied the Highly Qual teaching. (Check all that apply): 		· · · · · · · · · · · · · · · · · · ·
 □ Elementary Generalist (full-day, □ Social Studies (Economics, Histo □ Language Arts Literacy (English □ Visual and Performing Arts 	ory, Civics, Geography)	□ Science□ Mathematics□ World Languages
I understand that I will need to pas aligned with my teaching assignment continued employment in a school year. I assure that the information accurate.	nt(s) by the end of 2004 to l supported with Title I fund	be eligible for consideration for s beyond the 2004-2005 school
Signature of Teacher	Signature of School Off	icial Date



LETTER TO PARENTS RE: HIGHLY QUALIFIED TEACHER INFORMATION For Title I Schools Only To Be Sent in September 2004

Dear Parent/Guardian:

The Elementary and Secondary Education Act was our country's most important education law. Last year this law was revised and is now called the **No Child Left Behind Act.** No Child Left Behind (NCLB) was designed to make changes in teaching and learning that will help our students achieve more in school.

The law requires that all schools receiving federal funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives federal funding and we are happy to share this information with you.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers must meet a specific legal definition of "highly qualified" in order to teach in schools that receive federal funding. The legal definition of a Highly Qualified Teacher has three parts. It states that the teacher must have the following:

- 1. A four-year college degree;
- 2. A regular teaching certificate/license; and
- 3. Proof of their knowledge in the subject they teach.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the ______School District. All of our regular teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues his or her own learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of "highly qualified." All teachers hired after the beginning of the 2002-03 school year were required to meet this definition. Veteran teachers, hired before the 2002-2003 school year, who do not yet meet the legal definition of "highly qualified" will have until the end of the 2005-2006 school year to do so.

To ensure that every child in every classroom has a highly qualified teacher, the state of New Jersey and our school district are working together to help teachers meet the requirements of the federal law by providing several options. Teachers will soon be able to take a new test, or they can demonstrate their expertise through a combination of college coursework, professional development activities and experience.

A highly qualified teacher knows what to teach, how to teach and has a full understanding of the subject matter being taught. We believe that every teacher in our school is fully qualified and dedicated to teaching your child, and we will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communicate with his or her teacher on a regular basis. For more information on the *No Child Left Behind Act*, and the role of Title I parents, please read the information enclosed with this letter. By partnering together—families and educators—we can provide your child with the best education possible.

Sincerely,			

Parent Information



Teachers, Parents and the Law

Children are far more likely to succeed in school when their parents are involved in their education. When teachers reach out to parents, parents can become involved in their children's education in a meaningful way. When parents reach out to teachers, teachers are better equipped to help students. While the challenges in education today are real—be they cultural, linguistic, or socioeconomic—parents and teachers need to find ways to overcome these challenges so that our children may have every opportunity to succeed.

How will this law help my child's teacher?

Nothing is more important to a child's education at school than having a well-prepared, highly qualified teacher. That's why the new law, **No Child Left Behind** (NCLB) puts special emphasis on teaching and learning.

How can I help my child's teacher?

The best thing to do is get involved in your child's education. You have a right and a responsibility to know how your child is doing in school. That starts with meeting with your child's teacher, communicating on a regular basis, working with your child on homework or asking your child's teacher where you can find help for your child, and spending time reading and talking with your child. Send your child to school ready to learn and contribute to the success of the entire school community.

What does the education law have to do with parents?

It is important to understand how education is changing and how to help our school provide your child with the best education possible. All schools that receive Title I federal funding must have a written parent involvement policy. The law requires Title I schools to ensure that each parent involvement policy statement be written together with parents, school staff, and school district personnel. This requirement enables parents to sit at the table, as an equal partner, with school administrators and other educators and write a parent involvement statement. This statement should address how the school, in partnership with parents, will promote the social, emotional, and academic growth of all children. Parents are now required to be a part of the discussion about how schools will help all children meet the state's academic performance standards.

What Is a Title I School?

Title I of NCLB targets federal funds to go to specific communities and provides additional educational services to those students. Parent involvement has always been an important part of Title I and under the new law, one of the purposes of Title I is to ensure that funds are used to promote parent involvement. Title I schools can use federal funds in several ways to ensure that all children are able to meet the same high academic standards. Parents should take full advantage of the opportunities for involvement that the law provides.

Parent Information



Every school receiving Title I money is required to:

- Develop with parents a written parent involvement policy that is then distributed to parents and the community;
- Hold a convenient annual meeting of parents to inform them of the policy and their right to be involved;
- Offer flexible parent involvement meetings and provide child care, transportation, or home visits, if necessary:
- Involve parents in an ongoing way in the planning, review, and improvement of school programs.
- Develop with parents an agreement that outlines actions to improve individual student academic achievement:
- Increase opportunities for parent involvement in the school; and
- Provide materials and training for parents, teachers and other staff to improve parent involvement.

What Can I Do?

Talk to your school board members, meet with your child's principal, find out how the school counselor and parent/family liaison can help you, form a partnership with the teachers and most importantly, ask your child about school.

HOW CAN I LEARN MORE?

More information on the new law and teacher quality is located at:

http://www.nclb.gov/next/faqs/teachers.html.

A presentation on teacher quality for parents is located at:

http://www.ed.gov/offices/OESE/SASA/hqt/index.html.

Additional information on the new law and Title I Parent/Family Involvement is located at:

http://www.ed.gov/offices/OESE/SASA/pntinv.html.

A Parent's Guide to No Child Left Behind is located at:

http://www.nclb.gov/next/parentsguide.html.

A section on helping your child be the best student s/he can be is located at:

http://www.nclb.gov/parents/index.html.

(Some of the above resources are available in Spanish. We are happy to provide assistance with translation.)

For parents who do not have access to the Internet and would like

to view these materials you may call the school

	to view these materials you may can the school
	at,
a	sk for
•	nts will be made for you to come to school and view the materials. Any other nay have regarding the new law, teacher quality, or parent/family involvement at our school can be answered by calling
_	at



LETTER TO PARENTS RE HIGHLY QUALIFIED TEACHER STATUS For Title I Schools Only To Be Sent by November 1, 2004

Dear Parent/Guardian:

Earlier this school year you received a letter explaining the new federal law that requires teachers to be, or become, "highly qualified" in the subjects they teach. That law, called the **No Child Left Behind Act** (NCLB) has been designed to help your child achieve more in school.

The law requires that all teachers must meet a specific, legal definition of "highly qualified" in order to teach in schools that receive federal funding. As you know, our school receives federal funds to support the programs we offer to your child.

While all teachers working in our school meet the first two parts of the definition (unless they are working under emergency certification), some teachers do not yet meet the third part. The legal definition of a Highly Qualified Teacher has three parts. It states that the teacher must have the following:

- 1. A four-year college degree;
- 2. A standard teaching certificate; and
- 3. Proof of their knowledge in the subjects they teach.

The new law also requires us to notify parents if their child is being taught for four or more weeks by a teacher in a Title I school or program who does not yet meet the legal definition of "highly qualified."

While all teachers working in our school meet the first two parts of the definition, some teachers do not yet meet the third part of the definition of a Highly Qualified Teacher. These teachers have until the 2005-06 school year to meet the requirements.

This letter is to inform you that ______ is in the process of meeting the new requirements and we are providing the support necessary for success. To ensure that every child in every classroom has a Highly Qualified Teacher, the state of New Jersey and our school district are helping teachers meet the requirements of the federal law by providing several options. Teachers are able to take a test, or they can demonstrate their expertise through a combination of college coursework, professional development activities and experience.

Your child's teacher is dedicated to the success of every child in the class. Some ideas for at-home support of the work your child's teacher does in the classroom are enclosed with this letter. I encourage you to continue to support your child's education and communicate with his or her teacher on a regular basis. By partnering with your child's teacher, together, we can provide your child with the best education possible.

Sincerely,			

Parent Involvement



Parent Involvement in the Education of Your Child and the Law

Can I really make a difference?

Yes, when you are involved and informed about your child's education s/he can achieve more. Decades of research show that when parents/families are involved with their child's education, students have;

- Higher grades, test scores, and graduation rates.
- Better school attendance.
- Increased motivation to learn.
- Better self-esteem.
- Lower rates of suspension.
- Decreased use of drugs and alcohol.
- Fewer instances of violent behavior.
- Greater enrollment rates in post-secondary education.

What does parent involvement really mean?

The law defines **PARENT** as a legal guardian or other person standing *in loco parentis* (in place of the parent, such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

The law defines **PARENTAL INVOLVEMENT** as the participation of parents in regular, two-way, and meaningful communication about student academic learning and other school activities, including ensuring the following:

- (A) parents play an integral role in assisting their child's learning;
- (B) parents are encouraged to be actively involved in their child's education at school; and
- (C) parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

How do I help my child succeed?

You can help your child succeed by providing a home that encourages learning and supports your child's physical, mental, and emotional development. Your positive values about education serve as an important perspective for your children. You also can help your child succeed by working with the school and other community groups that have an impact on your child.

Parent Involvement



As a parent, you are the most important influence in your child's success. These basic, yet highly effective parenting acts, have been proven to help children do better in school:

- Talk with your child about school, activities and friends. Be sure to listen to what they say.
- Set high but realistic expectations for success.
- Keep your child healthy.
- Support learning at home and get your child the help s/he needs.
- Communicate with the school about how your child learns and about other things that might affect learning or behavior at school.
- Encourage your child to develop his/her interests and help him or her find new opportunities to learn.
- Help your child learn to develop good relationships.
- Keep your child safe and help him or her understand the consequences of behaviors.
- Participate in community service together.

HOW CAN I LEARN MORE?

More information on the new law and teacher quality is located at:

http://www.nclb.gov/next/faqs/teachers.html.

A presentation on teacher quality for parents is located at:

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Notes			